

ESS MONITORING SYSTEM

Results- Driven Accountability with a Focus
on Examining Practices

Definitions

- **General Supervision:** Comprehensive oversight of policies, practices, and procedures
- **Examining Practices:** The name of the new monitoring system
- **Qualitative Data Collection:** Information on the how and why of what the PEA is doing (descriptive data)
- **Building Capacity:** The ability to develop and sustain initiatives
- **Tiers:** Levels of support based on needs

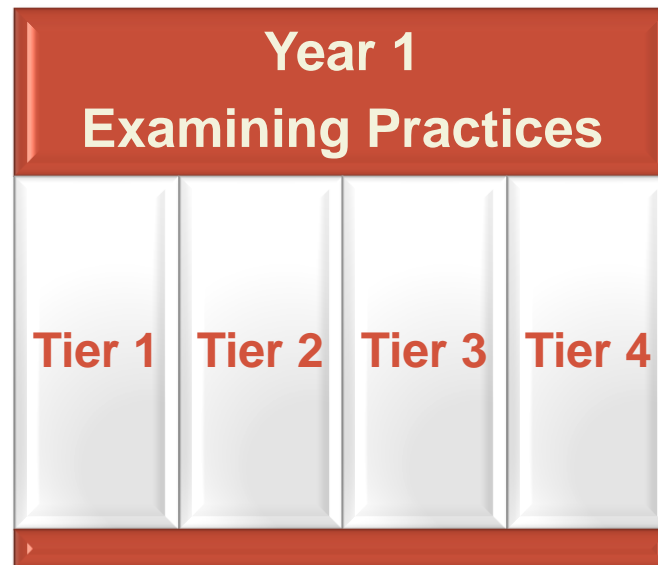
Overview of General Supervision

- Examining Practices system is based on data analysis.
- System will use a risk-analysis sheet to determine type (tier) of Examining Practices activities.
- Examining Practices system will be based on a five-year cycle.



Overview of General Supervision System of Examining Practices

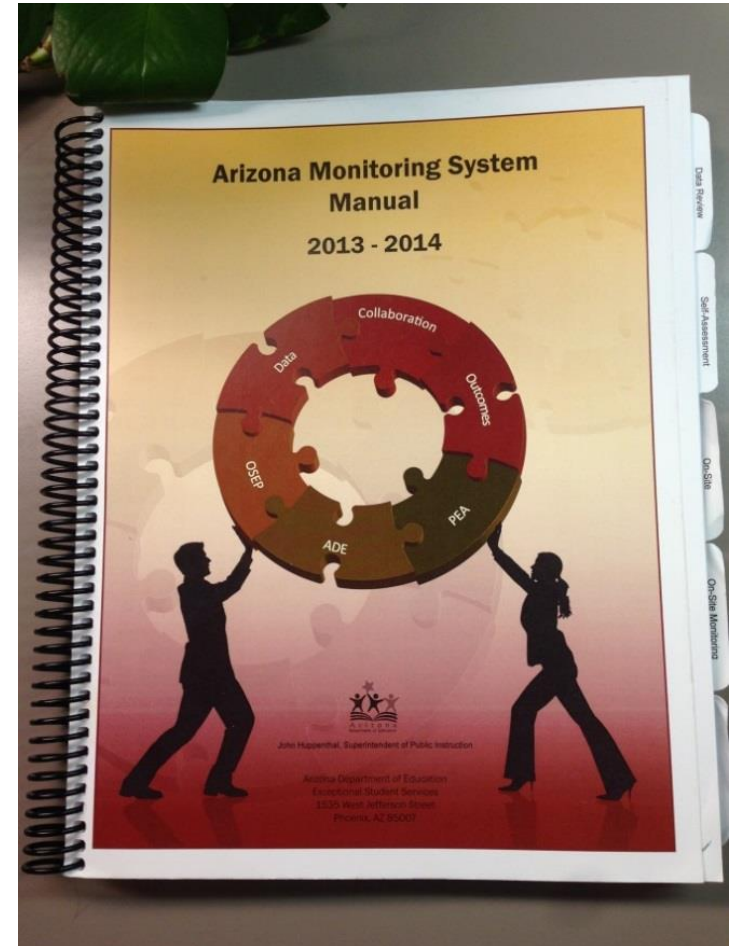
- The Examining Practices system for the monitoring year (Year 1) consists of four possible tiers of activities.
- Each PEA will be assigned to one of four tiers for activities of Examining Practices analysis.



Overview of General Supervision

Compliance piece of general supervision is two-pronged:

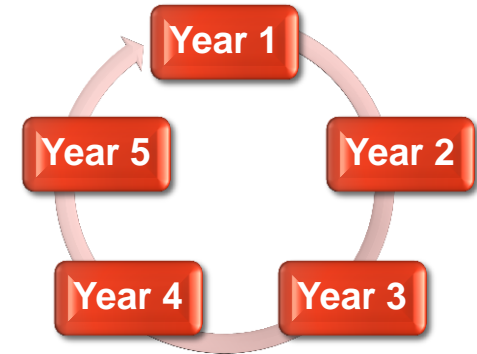
- 1. Procedural compliance:** Monitoring for systems using guiding questions to make connections
- 2. Professional development:** File review trainings and TA using Guidesteps to build capacity to improve schools' internal systems of supervision



Examining Practices Cycle

Year 1: Analysis of practices

- Tier 1 Analysis by Self
- Tier 2 Analysis with Guidance
- Tier 3 Analysis with Support
- Tier 4 Special Circumstances



Year 2: Program improvement based on developed action plan

Year 3: Qualitative data collection/reflection

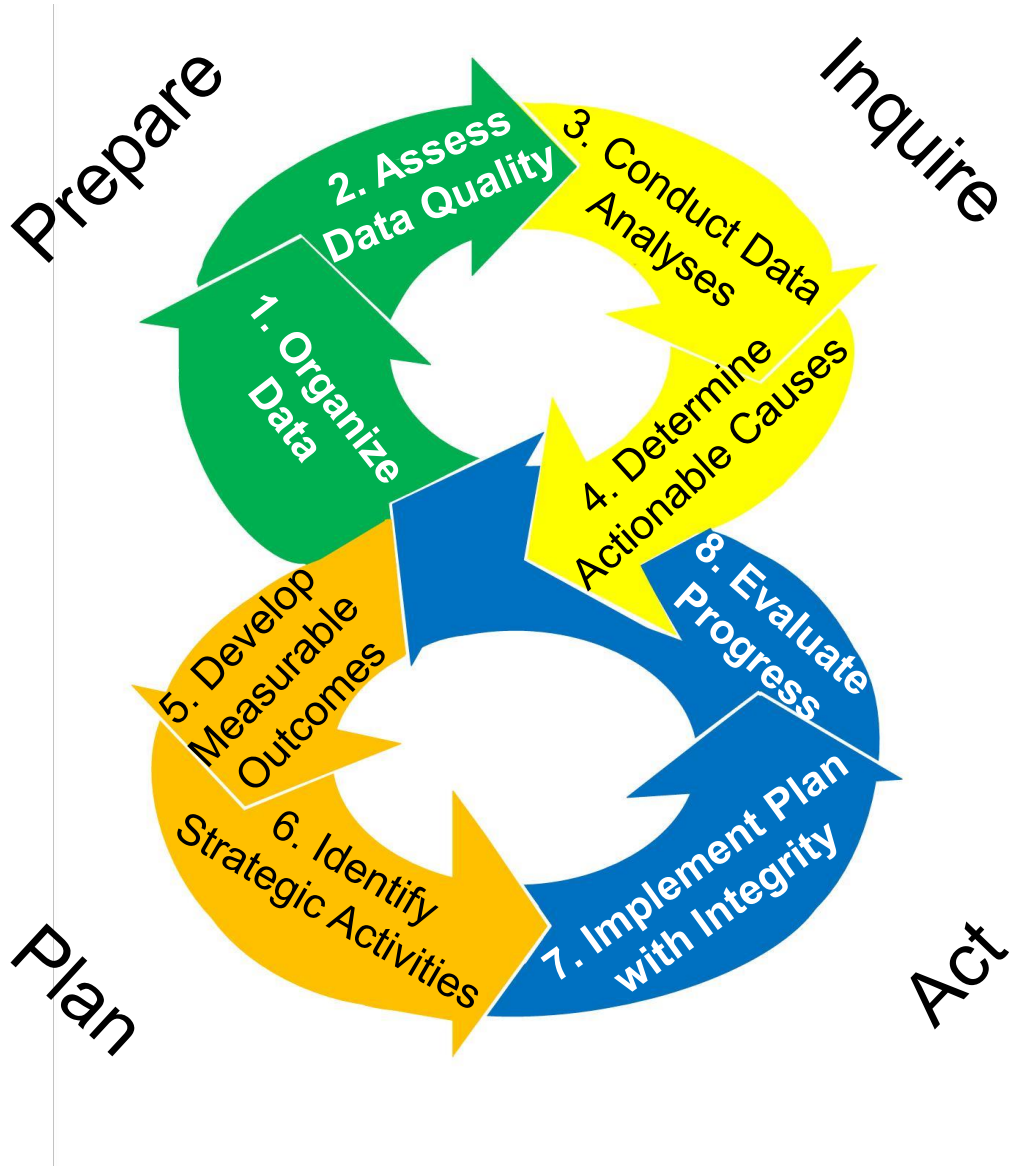
- Includes developing a framework for school's own supervision
- What's working, what's not—revisit practices

Year 4: Progress monitoring using data

Year 5: Progress monitoring using data

How Are We Going to Do It?

Data Use Framework



ADE/TIERS

Tier 1—Analysis by Self

General Supervision

- PEAs will review policies, procedures, and practices, Indicators 11 & 13 data, and guided questions about internal systems of supervision.
- PEAs will submit an analysis of their review of policies, procedures, and practices, Indicators 11 & 13 data, and systems of internal supervision.

* Schools that have no students in special education will review policies, procedures, and practices and complete an analysis of child find.



Tier 2—Analysis with Guidance

Building Capacity

- Specialist will use figure 8 to guide PEA in analyzing data to determine root causes and develop a problem statement.
- School will collect additional data needed and develop goals.
- Specialist will guide the PEA in the development of an action plan.

General Supervision

- PEA will collect Indicators 11 & 13 data.
- Specialist will assist PEA in choosing compliance items to review (file review); the PEA will then do the file review independently.
- PEA will review policies, procedures, and practices aligned to compliance items based on the calls.
- Corrective action will be built into the action plan.



Tier 3—Analysis with Support

Building Capacity

- PEA team (five members) will attend TIERS workshop (3 x year for 2 days) for intensive guidance in developing root cause analysis, problem statement, goals, and action plan.
- PEA will collect additional data and review problem statement between first and second meeting.

General Supervision

- PEA will collect Indicators 11 & 13 data.
- Specialist will assist PEA in choosing compliance items to review (file review); the PEA will then do the file review independently.
- PEA will review policies, procedures, and practices aligned to compliance items based on the calls.
- Corrective action will be built into the action plan.



Tier 4—Special Circumstances

Examples

- Credit recovery, virtual, small, and extremely small schools
- PEAs that don't have capacity or personnel to participate in team activities
- PEAs that are in greatest need of support

Building Capacity/General Supervision

- Can include:
 - Analysis of challenges with systems
 - Analysis done in conjunction with Title and School Improvement
 - Case study (multi-year for specific students)
 - Review of policies and procedures
 - Observations

Year 1 Examining Practices			
Tier 1	Tier 2	Tier 3	Tier 4

General Information

- Analysis (Tiers 1 – 3) must be done by a team that includes
 - Special education director
 - General education representative
 - Data analysis representative
 - Curriculum representative
- ADE will provide initial data for analysis.
- Forms will be turned in according to timelines.